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ABSTRACT

This document reports testimony presented at a public hearing on the future of the skilled work force in the Milwaukee area. Some of the views held by the Milwaukee-area educators and business and industry leaders were the following: (1) the current skilled labor shortage will continue into the 1990s; (2) many students going through the Wisconsin public school systems do not acquire basic skills to allow them to work or continue their education; (3) human resources with an understanding of technology is the most important element of a skilled work force; (4) disparities between skills needed and skills possessed by the work force have increased; (5) vocational-technical education is a key element in providing the skilled work force necessary for Wisconsin to be competitive in the global market; (6) minority populations have unique problems requiring local flexibility; and (7) partnerships between the educational systems and the private sector greatly enhance programs and services. Analysis of the testimony showed that there is need to ensure that students be prepared for future employment by restructuring the K-12 public school system to enable acquisition of basic skills; by establishing a Wisconsin Technology Center; and by encouraging school systems to promote the acquisition of marketable skills. (KC)

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# THE FUTURE OF THE SKILLED WORKFORCE IN THE MILWAUKEE AREA

Public Hearing, April 6, 1989

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## ACKNOWLEDGMENTS

The Wisconsin Council on Vocational Education expresses appreciation to the Milwaukee Area Technical College (MATC) for facilitating the public hearing on **"The Future of the Skilled Workforce in the Milwaukee Area."**

In addition, the Council gratefully acknowledges the contributions of all participants; in particular, the Community Based Organizations and their staffs, and the presenters for their candid testimonials.

## INTRODUCTION

The Wisconsin Council on Vocational Education is authorized and funded by Congress under Public Law 98-524, Section 112, of the Carl D. Perkins Vocational Education Act (1984) and reprinted on pages 28-30 of this report.

The primary role of the Council is to review programs and services funded under the Perkins Act. In addition, a broader oversight role of vocational education issues in the State of Wisconsin is undertaken.

Requirements of the law include providing for "not less than one public meeting each year at which the public is given an opportunity to express views concerning the vocational education program of the State."

The Council, responding to the Act's requirements, held a public hearing April 6, 1989 on **"The Future of the Skilled Workforce in the Milwaukee Area."** The hearing was held at the Milwaukee Area Technical College with participation from representatives of the Milwaukee community and the College.

This report is based on testimony presented at the hearing. Recommendations by the Council are intended to be constructive and beneficial to the delivery of vocational education programs and services in the State of Wisconsin.

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## FINDINGS

1. The current skilled labor shortage will be perpetuated into the 1990's.

2. An overwhelming number of students going through the public school system in the State of Wisconsin do not acquire minimally sufficient reading, writing, math, and other needed skills to enter the world of work or to enter an institution of higher learning.

3. Human resources with an understanding of technology is the most important element of a skilled workforce.

4. Future employment requires higher literacy and stronger technical skills in addition to versatility for occupational adaptability for economic development and stability.

5. Disparity between the skills of the displaced worker and the skills needed by the employer in the current marketplace has significantly increased.

6. The imperative need for a skilled workforce is dramatically increasing while at the same time financial resources are declining.

7. There is a current mismatch in available jobs and people trained to fill them.

8. Partnerships between the educational systems and the private sector greatly enhance programs and services and uniquely conserve both human and financial resources in cooperative efforts to supply the workforce.

9. Vocational-technical education is a key element in providing the skilled workforce necessary for Wisconsin to be competitive in the global market.

10. Educational institutions in the State of Wisconsin are graduating students without marketable skills.

11. A quality image is necessary to be a manufacturing state and, therefore, the workforce must be educated to develop quality products, quality assurance, and customer satisfaction.

12. The State of Wisconsin does not have a coherent policy on the development and application of technology.

13. The substantial dropout rate in Milwaukee high schools is a burgeoning and critical major issue.

14. Concentrated minority populations have unique problems requiring local flexibility to develop specialized programs and services and coordinated efforts within the local community.

15. Local advisory committees are important linkages between the community and educational institutions for developing, coordinating, and updating programs and services.

* * *

**Note: The above Findings are not necessarily in order of importance but simply reflect issues of concern addressed at the public hearing on "The Future of the Skilled Workforce in the Milwaukee Area."**

## COMMENDATIONS

1) The Wisconsin Council on Vocational Education commends the Milwaukee Area Technical College (MATC) for:

   Developing partnerships throughout the community to promote development, growth, and stability for new and emerging business ventures;

   Substantively contributing to the training and retraining processes in efforts to develop the critically necessary skilled workforce to meet current and future labor needs of the Milwaukee area; and

   Utilization of a comprehensive advisory committee structure, an extremely valuable and viable resource in the development of the College's programs and services.

2) The Wisconsin Council on Vocational Education commends the Community Based Organizations in the Milwaukee area for cooperative and effective partnerships with MATC, Wisconsin AFL-CIO, DILHR, United Way of Greater Milwaukee, and others, for creating job opportunities and developing the skilled workforce necessary to meet the critical labor needs in the greater Milwaukee area.

## CONCLUSIONS

The interpretation drawn from testimony presented at the public hearing on **"The Future of the Skilled Workforce in the Milwaukee Area"** indicates vocational education is essential to training and retraining of the workforce. Major cooperative efforts have been undertaken between the vocational system and private industry to enhance delivery of programs and services throughout the greater Milwaukee area.

However, there is need to ensure the following conclusions be implemented so that programs and services in Wisconsin's educational systems provide the integral skills necessary for future employment in the most cost effective and efficient manner:

1) The public school system, K-12, must be restructured requiring, at a minimum, grade level basic skills competencies and education for employment.

2) To remain a leader in vocational education and economic development, Wisconsin needs a coherent policy on application and development technology for the State of Wisconsin and, in addition, a Wisconsin Technology Center to be competitive in the global market.

3) Both secondary and postsecondary educational systems must develop a better way to create awareness of marketable skills and practical applications for future employment.

## RECOMMENDATIONS

1) **The Wisconsin Council on Vocational Education recommends that the Department of Public Instruction (DPI) aggressively lead in restructuring the public school system, K-12, to require grade level competencies particularly in basic skills and vocational training sufficient for students to enter the world of work or an institution of higher education.**

RATIONALE --

There is a constantly recurring theme about the lack of basic skills and vocational education opportunities in the public school system. Many students going through the public school system in the State of Wisconsin do not obtain satisfactory reading, writing, math, and other needed skills to be able to move into the workforce or into institutions of higher education.

Our present public school system simply is not working for a great many students.

In Milwaukee high schools, for example, the student dropout rate is 40% over a four-year period (approxi- mately 13% statewide). Many factors enter into the statistical configuration for dropouts as they do for high percentages of functionally illiterate. The fact remains, we are allowing students to progress through the public school system without adequate skills. This is a critical statewide problem.

Business needs to provide quality products and services to customers in order to survive. What greater customer does education have than its student? Grade level goals and competencies in all basic skills must be established for the school system; they must be measurable; and, the system held accountable.

Particularly in a time of limited resources, failure on the part of the public schools places an undue burden on the private sector to provide the training that should have been obtained in the public schools. Many students are so lacking in necessary basic skills that remedial courses are often required. It has become an increasingly expensive proposition for business and certainly a poor return on the public school investment. In today's technological society, applicants for the workforce that have gone through our public school system cannot read a job application form not to mention understanding a job manual.

Wisconsin needs students who can be knowledgeable workers, capable of being trained and retrained for the skilled workforce of the future. If we are to remain competitive in the global economy, we must do a better job in our public school system.

The public school system cannot resolve all of the social problems of today's society. However, a restructured public school system would make a significant impact, for example, on dropouts and illiteracy and on the skilled workforce.

The Department of Public Instruction should be empowered to implement a restructured public school system that, at a minimum, mandates grade level basic skills competencies and education for employment. It is critical for the future well being of Wisconsin and its citizens.

2) **The Wisconsin Council on Vocational Education supports the need for a coherent policy on the development and application of technology for the State of Wisconsin; and further supports an Applied Technology Center jointly developed by the technical colleges in the State of Wisconsin and the University of Wisconsin.**

RATIONALE --

Wisconsin needs a coherent policy on the development and application of technology in order to be competitive in today's market. Currently, Wisconsin is one of only a few states in the nation that does not have a state level policy. A state policy is an integral and essential guideline to the development and application of technical information. The Vocational, Technical and Adult Education (VTAE) system would provide the technology application to the workforce and the workplace. It is a necessary component for economic development.

Most imperative, the state must have a cohesive policy on technology development and application; technology transfer; and, to articulate clearly the role of each participating institution or department.

An Applied Technology Center (ATC) is a facility that assists business to become more efficient, increase productivity and quality, or increase competitiveness through the use and application of technology. An ATC can have a specific focus, i.e., computerized manufacturing, or may have multiple applications such as lasers, composites, electronics, ceramics, or genetics. An ATC does not do basic research in technology as may be conducted by a university, but rather develops and assists businesses to apply technology to their specific industrial processes.

An ATC provides a variety of functions including information cataloging and dissemination, consulting and technical assistance, training and education, and product development and testing.

Wisconsin needs to give high priority to the development of one or more Applied Technology Centers if it is to effectively compete with other states to attract and retain businesses. An ATC should be developed jointly by the technical colleges and the University of Wisconsin with substantial state funding to capitalize such a project.

3) **The Wisconsin Council on Vocational Education recommends the Wisconsin Department of Public Instruction, the Wisconsin Vocational, Technical and Adult Education System and, the University of Wisconsin advise and counsel all students of course offerings providing marketable skills for future employment and improve the provision of courses for the current and emerging job market.**

RATIONALE --

Many students are graduated from the Wisconsin educational systems without marketable skills. Having completed educational programs, potential employees find they do not meet the requirements of the positions in today's market.

In addition, the disparity between the skills of the displaced worker and the skills needed in the current marketplace have significantly increased. Projections for the future skilled workforce indicate each employee will change jobs five to six times in a lifetime, and the need for technical skills will continue to increase dramatically.

Therefore, each Wisconsin educational system must develop a better way to create student awareness of marketable skills and practical applications for assuring employment and improving course offerings for the emerging job market.

## HEARING PRESENTERS


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# T E S T I M O N Y

**George Atkinson, Chairperson**
**Wisconsin Council on Vocational Education (W/COVE)**
**Beloit, Wisconsin**

Welcome to the public hearing sponsored by the Wisconsin Council on Vocational Education on "**The Future of the Skilled Workforce in the Milwaukee Area**" (8:30 a.m.).

**Tina Meier, Secretary**
**W/COVE**
**Madison, Wisconsin**

The April 6, 1989, meeting of the Wisconsin Council On Vocational Education, and all other meetings of the Council, are open to the public in compliance with State Statute. Notice of the meeting has been sent to the press in an attempt to make the general citizenry of Wisconsin aware of the time, place, and agenda of the meeting.

**David Grypp, Director**
**Marketing and Community Relations**
**Milwaukee Area Technical College (MATC)**
**Milwaukee, Wisconsin**

On behalf of the MATC District Board, welcome to the Milwaukee Area Technical College. We are very pleased that you have chosen to hold one of your public hearings in our district and specifically at MATC's new student center. The topic for this hearing, "**The Future of the Skilled Workforce in the Milwaukee Area,**" is a crucial issue for vocational education and one in which MATC is vitally interested.

A number of people will speak to the hearing topic from various viewpoints. However, the Board comments relate to broader policy issues that are involved as the technical college system positions itself to address the projected skilled worker shortage.

We certainly appreciate the information gathering process of the Council as it evaluates program needs for the future. The MATC Board is involved in a similar process because it is updating the Strategic Plan to carry the College into the 1990's. The Board is seeking input and advice from area leaders and members of the community through a series of public hearings. The information will be incorporated into the strategic planning process.

Through a long range planning process, MATC will continue to strengthen its responsiveness and accountability to the greater Milwaukee area community it serves. The responsiveness is possible, in large part, because of the local governance of MATC. The strength of MATC has always been its relevancy and responsiveness to the needs of the local community. Local community needs and local labor community needs could not be adequately served by a state financed, state operated bureaucracy.

Some business outreach programs, i.e., the on-site customized training program (Help In Re-Employment (HIRE) Center), have assisted thousands of dislocated workers in new occupations. The Milwaukee Enterprise Center (MEC), is an incubator center for the creation of new and small businesses. The programs and services are a result of MATC's sensitivity to the needs of the local community which could easily be lost in a state system.

Consider, too, how the needs of the Milwaukee minority community could be served by a state, rather than a local, institution. Service Employment and Redevelopment (SER) is a Community Based Organization; MATC provides services and programs for the local Hispanic population. The flexibility of a college with local governance allows this kind of program to exist.

Or, look at the record of MATC, as compared and contrasted to that of the state university system, on the minority issue. MATC enrolls over 8,000 minority students, more than the minority enrollment of all the university campuses of the entire state system. It also employs more minority faculty than the combined minority faculty of all other metropolitan colleges and universities.

Results will be even more crucial as Milwaukee faces a shortage of skilled labor in the 1990's. One source of workers will be the minorities. Specialized programs aimed at increasing academic success will allow students to complete programs with significant job skills. However, funds must be available to sustain programs and to strengthen minority recruitment and retention efforts.

Secretary of Labor, Elizabeth Dole, said, "Obviously, there's an opportunity now for every person who wants a job to have a job if we provide the skills and the literacy and training that many individuals need." The Milwaukee Area Technical College plays a key role in providing skills and in lessening the skill gap between jobs and workers. The need for services will increase as we move into the 1990's.

However, as the need increases, the funds to provide for a trained workforce decreases. In the last ten years, the percent of state support for technical colleges has fallen dramatically. The level of state aid has declined from a high of 36.9% of operating cost to 29.2%. At the same time, there has been a period of decline or limited growth in property values. Along with the fact that 9 out of 16 districts are at or near the 1.5 mill levy limit, state aids represent the only source of new revenue for many districts. Increased state funds are necessary to ensure that colleges such as MATC can continue to serve the needs of the local communities.

The MATC Board recognizes that in the 1990's employers in the Milwaukee area will require employees with higher literacy and stronger skills, along with greater occupational adaptability. It seeks to understand

the changes in the economy and to use this understanding to help shape policy. MATC will position itself to provide the relevant training necessary to keep Milwaukee area business and industry competitive and strong in the marketplace.

The Wisconsin Council On Vocational Education advises and formulates policy on a statewide level, and can certainly help MATC and other technical colleges, in their mission to provide a trained workforce. We need the Council's support for increased state aids and for maintenance of the governance system to ensure that the vocational system will be responsive at the local level to meet the regional needs.

Thank you for the opportunity to share Milwaukee's future labor concerns.

**Laura Strain, President, MATC Foundation**
**Vice President, First Bank-Milwaukee**
**Milwaukee, Wisconsin**

Thank you for the opportunity to talk about some of the factors impacting on vocational education in the changing economy in the Milwaukee area.

Eleven years ago in Milwaukee, unemployment was about the same as it is today, around 3-4%. However, the scenario has changed. Thirty-two percent of the jobs 11 years ago were in manufacturing as compared to 25% in manufacturing today. In that same period of time, the service sector changed from 19% to 25%. Milwaukee is still a manufacturing community but must change if it is going to compete worldwide.

About ten years ago, companies needed journeymen to supply the demands of the workforce. Today, companies need technicians for the workforce ("technicians" not journeymen). Technology is essential for world competition but it also demands a different kind of person in the workforce. The United States must be prepared and competitive.

The business community, education, and labor were brought together to look at major issues in the Milwaukee area. The initiative was underwritten by the MATC Foundation. It was a comprehensive effort that pulled together about 132 representatives from the city and county, elected officials, and others. Many issues were addressed including the potential workforce; mismatch; a need for a sound database; etc. -- timely information and facts necessary to move forward with decisions relating to vocational education and training within the Milwaukee community.

In 1984, MATC completed a study on the impact of future technology and the future skilled workforce; a difficult but critical task. Business has difficulty in developing a strategic plan for the future because it needs to be continually updated.

It is critical for businesses to update technology to remain competitive. Business must have a skilled workforce to meet the ever-changing needs. Businesses and vocational education must be partners in developing skills necessary for employability. Education and vocational training is a lifelong experience. Computerization, for example, has and will continue to dramatically change the workforce in manufacturing today. In that same period of time, the service sector must deliver services to the customer in a timely, efficient, and superior manner.

Milwaukee has extremely high unemployment among minorities. There is a tremendous economic development need for the community to address the minority unemployment problems and to change the minority quality of life. Milwaukee must train the minority population in basic skills -- reading, writing, and math, in order to move minority citizens into the workforce. In addition to the obvious obligation to serve the entire community population, the minority resources could alleviate the future skilled worker shortage in Milwaukee.

As MATC and Milwaukee plan for the future, there is a need to make use of all resources, both human and financial. It is an exciting challenge.

Again, thank you for this opportunity.

Q. What has been the role of the advisory committees?

A. They have been important to the planning process in developing and coordinating programs to meet the community needs and are an ongoing process to continually share and update information.

**Lois O'Keefe, Staff Assistant**
**Senator Herb Kohl's Office**
**Milwaukee, Wisconsin**

I commend the Wisconsin Council On Vocational Education and the Milwaukee Area Technical College for addressing the very timely issue of labor force skills, particularly with respect to education. Senator Kohl has focused on education as a major component issue in developing quality jobs in Wisconsin. My comments will focus on the twin components of labor force demographics and education. The issues will cover health care, seniors, and labor.

Birth rates, labor force participation rates, and the demand for an education and skilled workforce are, or should be, the focus of this hearing. First, let's look at labor force demographics.

In January, 1989, the Census Bureau reported the U.S. population would decline in the twenty-first century, after peaking at 300 million. The report takes into account forecasts for greater immigration and other trends, but warns it was impossible to factor in unforeseen events such

as a major war or drastically changed immigration policies. From now until 1995, the nation's growth rate is projected at .81% per year, the lowest rate of increase since the 1930's. The Bureau projects this decline based on the decline in number of women between the child-bearing years of 18 and 34. The current number in that group is estimated at 35 million, which is expected to drop to 31 million by the year 2000.

As an aside, the fertility rate, i.e. the rate of live births, has been declining. Women are having fewer children, and the nation is facing a declining population growth.

The Department of Labor commissioned a study by the Hudson Institute entitled "Workforce 2000: Work and Workers in the Twenty-first Century," to determine the numbers and composition of the labor force through the end of the twentieth century. The study concluded:

1. The average age of the population and workforce will rise, and the pool of young workers entering the workforce will shrink.

2. Women as a percentage of the workforce will increase in the labor force.

3. A joint publication from the Department of Labor and the Department of Education indicates the number of young workers, age 16-34, will decline both relatively and absolutely. These workers accounted for half of the current workforce in 1985. The group will decline to less than 40% in terms of labor force participation by the year 2000 .

4. Projected net new workers added to the labor force between the years 1985-2000 will equal 25 million.

    a. Of the projected 25 million new workers, it is estimated 55% will be women, excluding projections on immigrant labor.

    b. Males, both white and non-white, are projected to be 22% of the new workers, excluding the immigration component.

5. A report by the Departments of Labor, Education, and Commerce indicates that jobs in the goods producing sector are expected to decline by 300,000 by the year 2000. Service sector jobs are expected to increase by 20 million in that same period.

A 1988 Congressional Research Service report entitled, "Education and Job Growth," has projected that occupations requiring relatively more education could account for most of the new jobs through the end of this century. It is reported that one-third of the new jobs projected by the year 2000 will be in occupations requiring a minimum of four years of college; 36% in occupations requiring a high school diploma and some

postsecondary education. Total employment in traditional blue collar jobs, which require the least amount of formal education, is projected to increase by only 3%.

No matter whose statistics are accepted or endorsed, it is clear there is room for discussion on the numbers. The fact remains there will be a labor shortage in the United States; it is here now in various parts of the country; and a lot of quick fixes will be proposed.

The policies that will evolve as a response to the perceived and real shortages to come should be part of a larger policy, be it local, state, federal, public or private sector, that ties education and training -- the key to U.S. competitiveness and a decent standard of living.

**Ted Hutton, Director**
**Human Resources**
**Allen-Bradley Company**
**Milwaukee, Wisconsin**

I am talking from the perspective of a global manufacturing company with 4,000 employees.

World class manufacturing is an issue, and vocational/technical education is a part of the strategy. It is impossible to be world class in manufacturing without a strong educational structure. For example:

1) The United States is going through a renewal in manufacturing. We must remain a manufacturing nation and it is important for the State of Wisconsin to be part of that renewal process. There are 49 other states and innumerable countries competing for manufacturing jobs.

2) Post World War II employees are leaving companies and taking 30-40 years of skill and knowledge with them -- a common problem for employers. The workforce must be replaced.

3) There will be a shortage of labor that must be dealt with in both the service and manufacturing sectors. There will not be enough people for available jobs.

4) Quality and quality assurance. A quality image is necessary in order to be a manufacturing country. The VTAE system needs to recognize this problem and deal with quality assurance education and training programs throughout the educational system.

5) Customer satisfaction. Whether it is in an educational institution or a manufacturing company, it needs to be done.

6) Basic skills are critical. People who cannot read, write, or do basic math do not make contributions to society. Basic skills

must be emphasized and education should play a key role. Business can assist in the application of skills.

7) Technical skills including computers; maintenance technology; major problem solving for complex technology; international language for the world market including technical writing; customer service; quality principles; and, designs for manufacturing that are initially correct and efficient to be competitive.

8) Leadership and management skills to be successful in education and/or business.

9) Innovation in applying basic skills (MATC is a good example).

10) Strong partnerships between business and education. There is a need to share all resources, including equipment, people, and knowledge.

We are looking to give Wisconsin a competitive advantage. The VTAE system is an important element to providing the training necessary to allow Wisconsin to become a world class manufacturing state.

Q. Are business and industry developing internal vocational programs rather than using the educational systems?

A. They are doing both. There is a need for the VTAE system to customize programs.

Q. You indicated there is a renaissance in manufacturing. From 1982-85, Wisconsin lost some 115,000 manufacturing jobs which were replaced with about 85,000 service industry jobs paying about $3 an hour less. Corporate mergers, or selling out, is at an all-time high. I don't see a renaissance happening in the United States.

A. The figures indicate there is a renewal and there is a renaissance. There have been mergers and acquisitions. On the other hand, ten years ago the auto and steel industries were having problems. Today there is a lot of steel in this country and Chrysler is much stronger. Allen-Bradley sales are at record levels with plant capacity at about 85%, a very high percentage of operating capacity for a manufacturing plant. In the mid-1980's it was around 65-70%. Many small companies have started businesses. Off-shore operations have not been successful and the operations are coming back to the United States.

**Irv Palmer, President**
**Central Manufacturing Company**
**Milwaukee, Wisconsin**

Thank you for the opportunity to emphasize global competition, global technology, and global marketing.

It is necessary for today's student to be conversant in computer applications; it is a distinct disadvantage not to be, and yet many graduates are not.

Central Manufacturing is technically oriented, a small company with about 65% minority employees. There is computer access in all areas from the office to the shop floor. Employees must have access to MATC or an apprenticeship program. For today's jobs, an employee must learn the tools of technology; it is easier to make changes, test products, etc. Many employees need to be retrained to fit into today's market. Often our company hires an employee with minimal skills for training and then loses the employee to a larger company.

There is a shortage of qualified employees to meet current employer demands. It is depressing to find graduates that cannot find a job. They may have a degree but are not qualified for the market. I would like to see the Council address this issue. It is important for youth to know what is at stake in the secondary education system.

Wisconsin is strategically located with a very good environment both educationally and socially. Many jobs are available because Wisconsin products can be deported to other states and other countries. In Central Manufacturing, 80% of the products go to other states. There is room for more companies in Milwaukee which would create hundreds of jobs if there were marketable employees. For example, Central Manufacturing Company had a job opportunity recently that needed 60 employees requiring skilled technology. The jobs were available but not the eligible employees. We cannot obtain sufficient employees from vocational education resources.

The employer has very limited resources in choosing qualified employees and therefore resorts to patch-up or retraining in many cases. This is not doing justice to the employee or the employer and is very limiting. I believe the Wisconsin Council On Vocational Education could address the entire needs of the workforce in this community.

Unfortunately, even in Milwaukee with a minority environment, the minority employees are not convinced there are better employment opportunities with better technology. Most minority individuals stay away from computers and modern technology employment, which includes everything from word processing to sophisticated computer application.

There is a need to educate the constituent that technical training will benefit the employee and obtain job stability and monetary gain. At the present time, a skilled employee can leave a company and accept a position in a competitive company without a problem because the need is so great. We need enough long-term employees to expand with confidence. At the present time, we focus on training to get the job done. We need long range planning for the future instead of continual retraining. We need to look at education and training in a broader spectrum beyond the year 2000.

Education must train the student for practical applications, i.e., how to handle personal finances such as balancing a bank account, developing a personal budget, and setting personal goals. Employees in the last five years have not benefited from positive thinking regarding education. Individuals who spent 20 years developing a skill for a particular job are unemployed. Students must be trained to believe in education and vocational and apprenticeship programs. It may not guarantee a job but it will guarantee better job options.

Getting good employees is not just confined to manufacturing. For example, secretaries formerly took notes and filed correspondence. This approach is no longer acceptable. The secretary of today needs basic computer language skills.

Education needs to emphasize the importance of quality; the employer cannot do it alone. The employee needs to realize the importance of quality and customer relations.

**Kathryn Nieman, Assistant Vice President**
**St. Francis Hospital**
**Milwaukee, Wisconsin**

The health care industry has experienced many changes in recent years. The technology changes have had a significant impact in the areas of radiology, ultrasound, pharmacy, and rehabilitation.

MATC offers numerous allied health care programs which assist in meeting the needs of the health care community. With the increase in the elderly population, the demand for health care industries continues to grow. The increasing elderly population and the decreasing labor force creates an environment where more emphasis is needed on marketing and recruiting the current labor force to the various programs. MATC, with allied health programs, needs to emphasize the recruitment process for the various programs, such as Physical Therapy Assistant, Occupational Therapy Assistant, Radiology, Pharmacy, Respiratory Therapy, etc. Marketing and recruitment efforts are needed to identify these professions to students in grades K-12.

As the labor force dwindles, economists have identified that minorities, immigrants, and women will continue to need assistance in meeting labor market demands. Educational institutions need to provide services for these individuals while attending school, such as day care and crisis intervention facilities. Counseling services should be provided for students dealing with stress.

The changing dynamics in health care emphasize the importance of the course curriculums being updated on a regular basis. The basic skills and training needs for grades K-12 should enable students to meet the entrance requirements of post-high school programs. However, it has been determined that high school graduates do not have the necessary skills to meet the demands in the allied health care programs. It is

imperative that MATC maintain appropriate entrance requirements so students who enter programs have successful experiences in meeting the demands required in the curriculums.

College parallel courses should continue to be provided to facilitate students in the future to pursue a baccalaureate degree without duplicative courses and/or expense.

The health care industry needs vocational programs to fulfill the needs of the labor force. From a hospital institution's point of view, it is imperative for the educational institutions, as well as the hospitals, to create more ways to meet the needs of the students and the employees. The partnership role between the schools and the employers is very important.

Q. How can the different services such as day care, financial assistance, counseling, remediation, and crisis intervention be financed?

A. One resource would be for the company to underwrite some of the costs. Another would be for the company or hospital to give tuition reimbursement to the student with the understanding they would guarantee employment upon completion of their education. An additional resource could be to establish a partnership with the schools and various companies or health care institutions to defray the costs. However, health care dollars are becoming more and more restricted and new alternatives need to be developed.

**Tim Sheehy, Vice President**
**Business Development**
**Metropolitan Milwaukee Association of Commerce**
**Milwaukee, Wisconsin**

The Metropolitan Milwaukee Association of Commerce (MMAC) is particularly interested in 1) expansion of business; and 2) attracting new companies to the Metro-Milwaukee area. Job training is a critical element affecting these goals.

MMAC's quarterly business outlook surveys show the economic forecast for the Milwaukee area. The most recent survey in February, 1989, indicates 83% of the 78 major business firms surveyed (employing 80,000) experienced higher sales, particularly in manufacturing, the second quarter of 1989 than the same period in 1988. Of the surveyed companies, 50% experienced an increase in the workforce; 36% of the job levels remained the same; and 14% had jobs decline. Due to the number of additional jobs, unemployment was reduced by 16% from February, 1988. Unemployment in the Milwaukee area is less than 3.5% compared with 4.2% for the state and 5.1% for the nation.

Boston and other areas, i.e. California and North Carolina, face unique problems in that they have become very successful but have grown too

fast for the environment. Companies are in desperate need of trained and qualified workers. When consideration is given to opening a branch or new plant, they look at going across the country to other markets to provide them with a trained pool of workers they can depend on for the next 10-15 years. One of Milwaukee's marketing strengths is the existence of a quality workforce of trained people. It is important that the VTAE system, and MATC in particular, provide the type of worker to enable Milwaukee to attract new businesses and retain the ones they have.

Visits to companies in other cities and states have expressed concern as to the type of workforce available should they move to Milwaukee. Companies want to know the types of programs offered, the types of graduates, and the number of available graduates to provide them with the workforce they are looking for when they move.

MMAC contracted with a company in New York which had contracts with several firms on the East Coast interested in relocating, some of which are considering the Milwaukee area. Milwaukee has compared very favorably in competing for computer data centers, disaster recovery centers, and primary data centers because it provides a very low cost/high quality of life for the workforce. There is a need to improve the white collar job training capabilities. The availability of excellent job training programs is a priority for many firms in the location decision for office functions.

One factor to examine is the number of untrained workers in the Metro-Milwaukee area and how to get those people back into the workforce. By the year 2000, it is predicted less than 20% of the workforce will be the typical white male. A critical question is who, and how, will individuals be trained to move into the workforce? Businesses will need to work cooperatively with the VTAE system, and the educational systems, including the public high schools, in order to provide the type of training needed by employers.

Milwaukee has some problems unique to a large urban center that do not exist elsewhere in the state. It also has assets and abilities to attract industries other areas in Wisconsin do not have. These unique concerns need to be addressed.

Since the workforce will change by the year 2000, it is necessary to determine the types of jobs that will be in demand at that time. Change is accelerating and MATC must position itself to adapt and modify programs to meet the changes.

Milwaukee is a second tier city. One of the unique attributes in being a second tier city is having labor and an educational system which other cities in the country do not have. MMAC markets itself as a leader in the areas of bio-medical and bio-technology to attract a specific type of industry and enable it to grow in Milwaukee. Communication with the educational institutions is necessary in order to provide a properly

trained workforce in the specialized areas. The need for workers with basic skills has been emphasized. On-the-job training programs have proved helpful.

MMAC has been helpful in recruiting industries. For example, Northwest Airlines is in need of a site for a large maintenance facility which would provide 500 jobs and Milwaukee is one of the cities being considered. Northwest is interested in a system that will provide them with mechanics trained in airplane and power plant maintenance. Both of these programs are offered by MATC and some of the other VTAE districts. Northwest was impressed with MATC's ability to modify and adapt programs to meet their needs, which is beneficial in the relocation process. Resources are available; and the program has been funded and is in operation. Milwaukee is far ahead of other communities in providing this service. A waste disposal firm relocated in Milwaukee and was able to draw from the graduates of the universities.

The private sector must play a role in planning the programs for the year 2000. The educational systems and business and industry need to work together in order to provide the necessary programs and services for a better future environment. In addition, consideration needs to be given to the tax burden. As new programs are developed, it is necessary to look at tax levies that support the present programs and discontinue ones no longer serviceable. MATC has been a good partner with the Milwaukee business community in retaining and expanding Milwaukee area companies.

**Joe Sanders, Director of Human Relations**
**Printing Industries of Wisconsin**
**Milwaukee, Wisconsin**

There have been great strides in science in this century and many breakthroughs have been experienced. For example, there is visibility inside the atom for the first time; the head of a pin can be used to etch the entire 17 volumes of the Encyclopedia Brittanica; and quantum wires so small it takes six million to equal the diameter of a human hair. However, at the same time, there are almost 70 million people in America who cannot read about the science breakthrough or understand the accompanying data. A large number of students are coming out of high school with very low reading, writing, and language skills.

I will leave prepared documents showing the potential for Wisconsin and the Milwaukee area; the growth comparison for Wisconsin to the United States; and the increase in hourly wages. The information indicates Wisconsin's printing industry is number one in non-durable establishments; number three in number of employees (39,000); number four in weekly wages ($424.60 per week); and, number four in payroll ($800 million).

December, 1988 Wisconsin economic indicators show a growth rate of 7.7% for printing, publishing, and allied product industries .

In 1989, the Department of Industry, Labor and Human Relations (DILHR) projected a growth rate to 44,800 in the publishing industry for the State of Wisconsin. Employment at the present time is 25,000 with a total output of $2.2 billion and 784 establishments. The documentation identifies the top 25 companies in Milwaukee with a workforce of 9,462.

There is a shortage of manpower in the printing industry. Students at the high school level need to be exposed to basic skill requirements for the printing industries. There is a need for people with ordinary basic skills to operate the computers, the cameras, and the presses, and know how to do artwork, scripting, layout, etc. I would reemphasize the need to improve relationships between the printing companies and the high schools in an effort to increase student awareness of the printing industry.

Printing is a growing industry with significantly increasing demands for employees projected into the next decade.

**Phillip Neuenfeld**
**Wisconsin AFL-CIO**
**Help in Re-Employment (HIRE)**
**Milwaukee, Wisconsin**

The Wisconsin AFL-CIO recognizes the critical need for education and training in business and industry.

In the Milwaukee area there has been a major shift from manufacturing to service-sector employment which has created many dislocated workers. A number of plants have chosen to relocate to another part of the country. The workers were stable but outdated skills prevented competition in the present job market. After 15-20 years of employment, employees were faced with sudden unemployment. Tremendous problems surface in early worker dislocation.

There is a need for more retraining projects such as the HIRE Center, and the Workplace Literacy Education Center at Briggs and Stratton. It is very important the VTAE system continues to be involved in these programs. The HIRE Center program, despite obvious advantages for retraining workers and offering opportunities to prepare for the present job market, has the opportunity to help deal with the problems and facilitate the retraining process. Most dislocated workers are in need of some type of counseling -- financial, family, etc. Dislocation is devastating.

The Department of City Development (DCD) has completed a number of studies on how the decline in manufacturing has affected the Milwaukee area in terms of housing and family crises. When companies go out of business or relocate, the unemployment rate increases and employees who were receiving $10 or more an hour, with benefits, are receiving $5 an hour with no benefits. This has a negative effect on the maintenance of neighborhoods and community issues. Milwaukee is experiencing these problems.

The AFL-CIO started working with dislocated workers in 1982 to build partnerships with schools to help serve the workers. The disparity between the skills of the worker laid off and the skills needed for the current market have significantly increased. There is a great deal of change in the present workplace due to new technologies and related reading, writing, and communications skills. The AFL-CIO is addressing these issues. For example, the Workplace Literacy Center at Briggs and Stratton developed curricula for individuals to become prepared for technology levels needed for job descriptions at Briggs and Stratton. It is an open-entry, open-exit plan to accommodate individual needs. The program is a partnership with workers, employers, and others.

There is a direction in industry toward a self-directed workforce; positions that formerly did not require reading, writing, and communication skills, now do. The AFL-CIO looked for ways to help the people involved as well as the unions and the companies.

Through the Workplace Literacy Center it was possible to make education become a training period on workers' needs. A curriculum was developed for each individual at levels needed by job description and technology changes taking place in a particular plant. It was a three-way partnership with the workers, the employers, and outside resources.

Milwaukee is proud of its relationship with MATC and its responsiveness to the needs of the Milwaukee area. There is a need to resolve workplace illiteracy using the partnership approach. We encourage the VTAE's assistance and support. There are presently over 15 education centers throughout the State of Wisconsin, funded by state and local grants, serving about 2,000 people in the workforce each year.

Thank you for the opportunity to speak on behalf of the Wisconsin AFL-CIO.

**Leonore Rosas DeLeon**
**County Executive Chief of Staff**
**Milwaukee County**
**Milwaukee, Wisconsin**

As the County Executive Assistant Chief of Staff and Acting Director of the Employment and Training Office, I have developed training programs for young people, keeping in mind the area, the economics, and the climate of the area. The Milwaukee area includes Milwaukee County, Racine, Waukesha, and Pewaukee. It is necessary to coordinate the planning needs of Milwaukee with the surrounding counties.

The VTAE system is the key to economic development recovery by addressing the needs of industry. The counties of Milwaukee, Racine, and Waukesha have had many plant closings and a degree of hard core industry has relocated outside of the area. The VTAE system and MATC should be instrumental in determining what Milwaukee can do better with unique factors such as a skilled workforce, good work ethics, good climate, human resources, and geographic location. The Milwaukee area

needs to develop a niche so there will be employment opportunities for the workforce of the 1990's.

The present population is comprised of young people with limited reading skills. They should be encouraged to remain in school and leave high school with a strong base on which to build. The VTAE system should offer career training programs that will enhance employability skills in the workforce for which there are jobs.

The Milwaukee County Executive's Office recognizes the VTAE system to assist the workforce and is willing to work very closely with MATC, and other agencies, to determine how the needs of Milwaukee County can be addressed.

Q. Does the County Executive's Office have the means or a plan to coordinate the problems of the dropouts and lack of support from the schools?

A. The issue is being addressed through a partnership program. A year-around program has been developed for youth with coordinators at major high schools. The coordinator facilitates employment opportunities for the young people and assures the connection between education-and-employment, and employment-and-training. There will be a criteria to stay in the program and progress will be monitored. Efforts are also being made to work with the young people who are not in a program; and with targeted neighborhoods in the community, such as highest number of welfare cases, very low income, unrest, etc. Services have been established at a neighborhood base so social workers can meet with people in the area. There will also be a neighborhood coordinating council which will meet on a regular basis. These efforts will address the needs of youth and their families, and hopefully decrease the dropout rate. A positive influence will be generated and a means of communication will be opened.

**Carl Edquist, President**
**Carlson Tool Manufacturing Company**
**Cedarburg, Wisconsin**

Thank you for the opportunity to share our concerns about Milwaukee and Wisconsin in the rapidly changing world economic environment.

Manufacturing is a major factor in what is now a global economy. The key to success in any industry is a skilled workforce. Skills are best generated through cooperative efforts of schools like MATC and private enterprise. There is a close relationship between balance of skill and balance of trade. There has been an ongoing mismatch between available jobs and people to fill the jobs for many years. There is a common call for educators, skills trainers, and employers to improve upon this mismatch. Wisconsin is restructuring, not declining, and

discovering the energy and value of small business. This is where basic skills are concentrated and where the jobs are.

Many small companies are active exporters employing skilled people who earn $50,000 a year or more, selling to countries whose employees earn as little as $60 a month. Skill levels are much higher in this country but others are determined to catch up. It is critically necessary to train the workforce better in order to be competitive in the job market.

Over 50% of all jobs depend on manufacturing. What jobs would be left in a "service economy?" What happens when all the good paying jobs are exported and the rest are imported? Where have all of our dollars gone and where are they still going? The vital difference that is the hope of Wisconsin, and of America, is the skills of those who work in a free society unhampered by highly structured traditions or political restrictions.

This is a changing world and technology is everywhere. Time frames have been compressed and, unfortunately, time is not on our side. Countries in the Pacific Rim are wasting no time in training people. World competitors are serious about creating wealth through manufacturing; to what else can be attributed the financial success of Japan? Taiwan? Korea? Singapore?

The United States can compete with the rest of the world but not with inadequate skills. The agenda should include more than training employees at the shop level. Managers must be trained in guiding enterprises over the long term, not for quick profits. Training efforts must include all who can lend success to the company operation.

High among the priorities of private enterprise and the State of Wisconsin must be an intensified commitment to training in management and manufacturing skills. It is just as important to train people as it is to modernize the plant. Machines become obsolete much faster than trained employees retire in a factory.

Most social and economic problems can be solved with expanded economic opportunity. Opportunity can be found on the other side of the skill's door.

**George Gerharz**
**Community Based Organizations**
**Milwaukee, Wisconsin**

Due to the labor shortage, many people in the workforce are minorities, women, and refugees. From a community perspective, many of them are low income and on public assistance. Therefore, it is important to address the needs of the low income and minority based population. People should be concerned about the public schools -- the students who have been helped and those who have not. The dropout rate for the public

school system in Milwaukee is approximately 3,000 students per year. This figure does not include the people in the Milwaukee area who lack basic skills. Enhanced efforts should be made to decrease this rate.

Approximately 33% of the Milwaukee community consists of minorities, of which about 25% are Black. The minority population should be viewed as as a resource to help develop the economy and to help the minority population become self-sufficient.

Communities must be aware of the people who need training in basic skills. Community Based Organizations (CBO's) are working with companies that have employees in this category. MATC works with 12 to 14 CBO's, assisting approximately 1,500 people a year; approximately 250 receive General Equivalency Diplomas. More individuals are considering high school than ever before. Over the last three years, through project transition, about 700 were enrolled as full-time students at MATC in various training courses, many in the technical fields. However, many students enrolled in crossover programs are still developing necessary basic skills.

The key to what can be done is partnership. MATC's mission is to educate people, provide them with basic skills training, and promote education and self-sufficiency. The CBO's work with MATC in developing ideas, identifying problems, and searching for the best approach for the population. Together the partnerships provide educational programs and support services. Many of the program participants are in the twenty-year age bracket but have not completed the second year of high school.

Adult education, adult literacy, and adult basic skills should remain a very important focus of the VTAE system.

**Rus Slicker, District Director**
**Milwaukee Area Technical College**
**Milwaukee, Wisconsin**

I would like to express appreciation to the Wisconsin Council on Vocational Education for holding a public hearing on **"The Future of the Skilled Workforce in the Milwaukee Area"** at the MATC campus. We appreciate your efforts. Perhaps it has not only been educational but may have changed your perspective about the labor force; and particularly the unique features of the Milwaukee area and significant relationships with MATC.

The primary role of the Council is to review the programs funded through the Carl D. Perkins Vocational Education Act and the broader oversight role for vocational education and delivery of vocational education programming in the State of Wisconsin. As Council members, you play an important policy shaping role for vocational education.

I challenge the Council to look at some specific areas affecting policy directions relating to vocational education in the State of Wisconsin

and, in particular, as the policies relate to the vocational-technical college system in Wisconsin.

First, there is a need for a new curriculum policy as it relates to the public school system in the State of Wisconsin.

There is a recurring theme about the lack of basic skills. Youngsters are coming through the public school system in the State of Wisconsin who do not have the reading, writing, and math skills to move into jobs or technical level education.

The nature of work is changing. There has been a dramatic transformation in jobs. Jobs are becoming more technical and more sophisticated. Basic skills level of a student 10-12 years ago for eligibility to enter the work force is no longer adequate today. Jobs have advanced.

We need to look at the role of the public schools and the high schools of the next decade. These schools will no longer be the principal source of people entering the labor market. In fact, public schools may be the essential feeder into postsecondary education. Technical and vocational level programming will be the primary entry point into most of the current jobs and the new jobs of tomorrow. How do we prepare the public school students for 1) entering the labor market; and 2) entering into vocational and technical programming at the postsecondary level?

One of the most serious things that has happened in this state is the advent of the general curriculum in most schools. At one time we had a "collegiate" (academic) track and a strong "vocational" track. The vocational track allowed students a choice to enter the workforce or it gave them the vocational preparation necessary to enter advanced technical level programming.

Over the years, with increased mandates in the public schools, vocational education and training have suffered. A general curriculum has been substituted which prepares the student for nothing -- an undirected curriculum of education. A book entitled, The Neglected Majority, (Dale Parnell), addresses the phenomenon throughout the country of the unserved student in public education. The book recommends a new curriculum -- a directed curriculum to keep students in school and give them the necessary world of work education.

Second, there is a desperate need for Wisconsin to establish a coherent policy on the development and application of technology.

Wisconsin is one of only a few states in the nation that does not have a state level policy on technology development and application. There have been discussions and commissions but with little result. There are close relationships for the vocational-technical college system to play in technology applications in the workforce and to the workplace.

Milwaukee was once known as the "Machine Shop Center of the World." It should be recreated as a national center in manufacturing excellence and productivity. I would encourage Council support for the acquisition of an Applied Technology Center (ATC). Under the Hollings Act (1988), a $15 million federal grant would help develop an ATC in selected states. Wisconsin needs an Applied Technology Center to be competitive in the world market. A coherent policy on technology development and technology application would support and enhance favorable action for a center in Wisconsin.

Third, the Wisconsin Vocational Technical and Adult Education System needs to be modernized to stay in step with the job market.

Wisconsin industry, by and large, is going through a transformation and modernization process. Jobs and work are being redefined.

Wisconsin has had a strong vocational education system over the past decades. But, we cannot afford to live in the past -- manufacturing plants cannot afford to live in the past. We cannot meet the needs of business and industry in the 1990's with a curriculum of the 1950's. Curriculums must reflect current needs.

The Council should look clearly at restructuring the vocational-technical college system to allow those institutions the opportunity to add collegiate programs or collegiate courses as part of associate degree programs. I would suggest the model of education for vocational education in the 1990's is the comprehensive community college. Wisconsin wastes money on a dual system of two-year colleges, one system operated by the University of Wisconsin and the other by the VTAE system. There would be greater efficiency in terms of economy and superior educational programming. This would not be a new system under the University but a new system of vocational-technical education for the State of Wisconsin.

Since 1934, MATC has operated as a comprehensive community college. MATC has not suffered in terms of the academic programs and clearly has not suffered as a leading institution in the delivery of vocational education.

Please give strong consideration to reshaping and modernizing the Wisconsin vocational-technical system to enable it to meet the challenges of the twenty-first century.

Q. In response to your last challenge, we must not lose sight of the mission of the vocational system and the people we serve.

A. We must look at the mission and not get hung up on terminology. The strongest system of delivery of vocational education is a comprehensive community college, not a junior college. The two are separate and distinct institutions. The Council may want to undertake a study of the two systems for a better understanding and a stronger role in developing statewide vocational education policies.

## AUTHORIZATION

Public Law 98-524 (98th Congress) amended "the Vocational Education Act of 1963 to strengthen and expand the economic base of the Nation, develop human resources, reduce structural unemployment, increase productivity, and strengthen the Nation's defense capabilities by assisting the States to expand, improve, and update high-quality programs of vocational-technical education, and for other purposes."

Specifically for the State Council On Vocational Education, the law states:

"Sec. 112. (a) Each State which desires to participate in vocational education programs authorized by this Act for any fiscal year shall establish a State council, which shall be appointed by the Governor or, in the case of States in which the members of the State board of education are elected (including election by the State legislature), and shall be broadly representative of citizens and groups within the State having an interest in vocational education. Each State council shall consist of--

"(1) seven individuals who are representative of the private sector in the state who shall constitute a majority of the membership--

"(A) five of whom shall be representative of business, industry, and agriculture including--

"(i) one member who is representative of small business concerns; and

"(ii) one member who is a private sector member of the State job training coordinating council (established pursuant to section 122 of the Job Training Partnership Act), and

"(B) two of whom shall be representatives of labor organizations;

"(2) six individuals who are representative of secondary and postsecondary vocational institutions (equitably distributed among such institutions), career guidance and counseling organizations within the State, individuals who have special knowledge and qualifications with respect to the special educational and career development needs of special populations (including women, the disadvantaged, the handicapped, individuals with limited English proficiency, and minorities) and of whom one member shall be representative of special education.

In selecting individuals under subsection (a) to serve on the State council, due consideration shall be given to the appointment of individuals who serve on a private industry council under the Job Training Partnership Act, or on State councils established under other related Federal Acts.

"(b) The State shall certify the establishment and membership of the State council at least 90 days prior to the beginning of each planning period described in section 113(a)(1).

"(c) Each State council shall meet as soon as practical after certification (see page  for 1988-90 certification) has been accepted by the Secretary and shall select from among its membership a chairperson who shall be representative of the private sector. The time, place, and manner of meeting, as well as council operating procedures and staffing, shall be as provided by the rules of the State council, except that such rules must provide for not less than one public meeting each year at which the public is given an opportunity to express views concerning the vocational education program of the State.

"(d) Each State council shall--

"(1) meet with the State board or its representatives during the planning year to advise on the development of the State plan;

"(2) advise the State board and make reports to the Governor, the business community, and general public of the State, concerning--

"(A) policies the State should pursue to strengthen vocational education (with particular attention to programs for the handicapped); and

"(B) initiatives and methods the private sector could undertake to assist in the modernization of vocational education programs;

"(3) analyze and report on the distribution of spending for vocational education in the State and on the availability of vocational education activities and services within the State;

"(4) furnish consultation to the State board on the establishment of evaluation criteria for vocational education programs within the State;

"(5) submit recommendations to the State board on the conduct of vocational education programs conducted in the State which emphasize the use of business concerns and labor organizations;

"(6) assess the distribution of financial assistance furnished under this Act, particularly with the analysis of the distribution of financial assistance between secondary vocational education programs and postsecondary vocational education programs;

"(7) recommend procedures to the State board to ensure and enhance the participation of the public in the provision of vocational education at the local level within the State, particularly the participation of local employers and local labor organizations;

"(8) report to the State board on the extent to which the individuals described in section 201(b) are provided with equal access to quality vocational education programs; and

"(9)(A) evaluate at least once every two years (i) the vocational education program delivery systems assisted under this Act, in terms of

their adequacy and effectiveness in achieving the purposes of each of the two Acts and (ii) make recommendations to the State board on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act; and

(B) advise the Governor, the State board, the State job training coordinating council, the Secretary, and the Secretary of Labor of these findings and recommendations.

"(e) Each State council is authorized to obtain the services of such professional, technical, and clerical, personnel as may be necessary to enable it to carry out its functions under this Act and to contract for such services as may be necessary to enable the Council to carry out its evaluation functions, independent of programmatic and administrative control by other State boards, agencies, and individuals.

"(f)(1)(A) From the amounts appropriated pursuant to section 3(c) the Secretary shall make grants to State councils from amounts allotted to State councils in accordance with the method for allotment contained in section 101(a)(2), without regard to paragraph (3), except that no State council shall be allotted less than $120,000 nor more than $225,000 for each fiscal year.

"(B) For the purpose of subparagraph (A), the term 'State' shall not include the Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands.

"(2) The expenditure of the funds paid pursuant to this subsection is to be determined solely by the State council for carrying out its functions under this Act, and may not be diverted or reprogramed for any other purpose by any State board, agency, or individual. Each State council shall designate an appropriate State agency or other public agency, eligible to receive funds under this Act, to act as its fiscal agent for purposes of disbursement, accounting, and auditing."

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